

Grade 2

Engage in dialogue and learn new information through active listening. 2.1

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With guidance and support students can:

a Participate in conversations with adults and peers (EE.SL.2.1). 2.1.A

i Engage in multiple-turn exchanges with peers with support from an adult (EE.SL.2.1a). 2.1.A.I

ii Build on others' talk in conversations by linking their comments to the remarks for others (EE.SL.2.1b). 2.1.A.II

iii Ask for clarification and further explanation as needed about the topics and texts under discussion (EE.SL.2.1c). 2.1.A.III

b During shared reading activities, ask and answer questions about details presented orally or through other media (EE.SL.2.2). 2.1.B

c Answer questions about the details provided by the speaker (EE.SL.2.3). 2.1.C

Deliver presentations while maintaining focus on topic and be prepared to discuss. 2.2

2 Deliver presentations while maintaining focus on topic and be prepared to discuss. 2.2

With guidance and support students can:

a Identify a photograph or object that reflects a personal experience and tell one detail about it. 2.2.A

b Express an idea, feeling, or thought about a provided topic within a discussion. 2.2.B

c Express ideas, thoughts, experiences or facts about familiar people, places, things, or event within a discussion. 2.2.C

d Select visual, audio, or tactual representations to depict a personal experience (EE.SL.2.5). 2.2.D

e Combine words when communicating to provide clarification (EE.SL.2.6). 2.2.E

f Use focused vocabulary (e.g., core vocabulary, fringe vocabulary) within a discussion. 2.2.F

Apply specific skills to comprehend and fluently read literary texts. 2.3

With guidance and support students can:

3 Apply specific skills to comprehend and fluently read literary texts. 2.3

a Answer who and where questions to demonstrate understanding of details in a familiar text (EE.RL.2.1). 2.3.A

- i Using details from text, recount events from familiar stories from diverse cultures (EE.RL.2.2). 2.3.A.I
 - ii Identify the actions of the characters in a story (EE.RL.2.3). 2.3.A.II
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b Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song (EE.RL.2.4.). 2.3.B

- i Determine the beginning and ending of a familiar story with a logical order (EE.RL.2.5). 2.3.B.I
 - ii Identify the speakers in a dialogue (EE.RL.2.6). 2.3.B.II
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c Identify illustrations or object/tactual information in print or digital text that depict characters (EE.RL.2.7). 2.3.C

- i Identify similarities between two episodes in a story (EE.RL.2.9). 2.3.C.I
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d Actively engage in shared reading of stories and poetry for clearly stated purposes (EE.RL.2.10). 2.3.D

Apply specific skills to comprehend and fluently read informational texts. 2.4

With guidance and support students can:

4 Apply specific skills to comprehend and fluently read informational texts. 2.4

a Answer who and what questions to demonstrate understanding of details in a familiar text (EE.RI.2.1). 2.4.A

- i Identify the topic of the text (EE.RI.2.2). 2.4.A.I
 - ii Identify individuals, events, or details in an informational text (EE.RI.2.3). 2.4.A.II
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b Identify words related to a topic of a text (EE.RI.2.4). 2.4.B

- i Identify details in informational text or its graphic representations (EE.RI.2.5). 2.4.B.I
 - ii Identify the role of the author and the illustrator (EE.RI.2.6). 2.4.B.II
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c Identify illustrations or objects/tactual information that go with a text (EE.RI.2.7). 2.4.C

- i Identify points the author makes in an informational text (EE.RI.2.8). 2.4.C.I

- ii Identify a common element between the two texts on the same topic (EE.RI.2.9). 2.4.C.II

d Actively engage in shared reading of informational text including history/SS, science, and technical texts (EE.RI.2.10). 2.4.D

Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. 2.5

5 Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. 2.5

With guidance and support students can:

a Demonstrate emerging use of letter-sound knowledge to read words (EE.RF.2.3). 2.5.A

- i Identify the lower case letters of the alphabet (EE.RF.2.3a). 2.5.A.I
- ii Identify the letter sound correspondence for single consonants (EE.RF.2.3b). 2.5.A.II
- iii Recognize 10 or more written words (EE.RF.2.3f). 2.5.A.III

b Attend to words in print (EE.RF.2.4). 2.5.B

- i Read familiar text comprised of known words (EE.RF.2.4a). 2.5.B.I

c Use language to achieve desired outcomes when communicating (EE.L.2.3). 2.5.C

- i Use symbolic language when communicating (EE.L.2.3a). 2.5.C.I

d Demonstrate knowledge of word meanings (EE.L.2.4). 2.5.D

- i Demonstrate knowledge of new vocabulary drawn from reading and content areas (EE.L.2.4a). 2.5.D.I
- ii Identify the words comprising compound words (EE.L.2.4d). 2.5.D.II

e Demonstrate understanding of word relationships and use (EE.L.2.5). 2.5.E

- i Identify real-life connections between words and their use (e.g., happy: “I am happy.”) (EE.L.2.5a). 2.5.E.I
- ii Demonstrate understanding of the meaning of common verbs (EE.L.2.5b). 2.5.E.II

f Use words acquired through conversations, being read to, and during shared reading activities (EE.L.2.6). 2.5.F

g Apply a familiar strategy to decode multisyllabic words 2.5.G

Write pieces on a topic or book that state

6 Write pieces on a topic or book that state opinions and give supporting reasons. 2.6

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With guidance and support students can:

- a** Communicate an introductory opinion statement about a book using expressive communication modalities. 2.6.A
- b** Select a book and provide an opinion about it (EE.W.2.1). 2.6.B
- c** Communicate an opinion about a book. 2.6.C
- d** Use linking words (because, and, also) to connect opinion and reason. 2.6.D
- e** Communicates a conclusionary opinion statement about a book. 2.6.E

Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions. 2.7

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With guidance and support students can:

- a** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic (EE.W.2.2). 2.7.A
- b** Respond to questions about texts. 2.7.B
- c** Develops and expresses a concluding statement. 2.7.C
- d** Sequence a familiar “how-to” (e.g., procedures, directions, recipes) that follow a logical order and format. 2.7.D
- e** Develop a simple outline with a main idea and at least one supporting detail. 2.7.E
- f** Use transitional words (e.g., first, then) when writing about a series of events. 2.7.F
- g** Use technology to create a written statement (e.g., typing, AAC device). 2.7.G

Write real or imagined narratives that describe events in sequence and provide a sense of closure. 2.8

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With guidance and support students can:

- a** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it (EE.W.2.3). 2.8.A

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- b When creating a narrative use temporal words to signal event order (e.g., after, next, then) to signal sequence of events. 2.8.B**
 - c Communicate a conclusionary statement for a narrative story. 2.8.C**
 - d Create a simple descriptive poem. 2.8.D**
 - e Create a phrase or sentence that includes a descriptive adjective or verb. 2.8.E**
 - f Use teacher or peer feedback to improve narrative writing. 2.8.F**
 - g Describe actions, thoughts, or feelings of a character or event. 2.8.G**
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Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation. 2.9

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With guidance and support students can:

- a Demonstrate understanding of letter and word use (EE.L.2.1). 2.9.A**
 - i Produce all upper case letters (EE.L.2.1a). 2.9.A.I**
 - ii Use common nouns (e.g., mom, dad, boy, girl) in communication (EE.L.2.1b). 2.9.A.II**
 - iii Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them) (EE.L.2.1c). 2.9.A.III**
 - iv Use frequently occurring verbs (EE.L.2.1d). 2.9.A.IV**
 - v Use frequently occurring adjectives (EE.L.2.1e). 2.9.A.V**
 - vi Combine two or more words together in communication (EE.L.2.1f). 2.9.A.VI**
 - b Demonstrate emerging understanding of conventions of standard English (EE.L.2.2). 2.9.B**
 - i Capitalize the first letter of familiar names (EE.L.2.2a). 2.9.B.I**
 - ii Identify printed rhyming words with the same spelling pattern (EE.L.2.2d). 2.9.B.II**
 - iii Consult print in the environment to support reading and spelling (EE.L.2.2e). 2.9.B.III**
 - c Add more information to own drawing, dictation, or writing to strengthen the message (EE.W.2.5). 2.9.C**
 - d Use technology (including assistive technologies) to produce and publish writing (EE.W.2.6). 2.9.D**
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Participate in shared research and inquiry, gathering information from a variety of resources to answer questions. 2.10

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With guidance and support students can:

a Participate in shared research and writing projects (EE.W.2.7). 2.10.A

b When seeking information, identify a variety of familiar resources (e.g., dictionary, internet, library database) that may contain the needed information. 2.10.B

c Use a familiar, simple graphic organizer or familiar note taking strategy to gather information from a provided source. 2.10.C

d Locate text features (e.g., heading, bold type, illustrations) on a provided resource. 2.10.D

e Use a variety of provided resources to answer questions of interest. 2.10.E

f Form WH-questions on a provided research topic (e.g., who and what). 2.10.F

g Recall information from experiences or gathered information to answer questions. 2.10.G